

Brief description for program that includes the learning objectives for the participants. *

Living with Learners: Creating a Cadre of Teacher/Researchers

When teacher educators follow pre-service teachers into their public school classrooms, they are often watching and listening as they come up with question upon question: How do we check in? How many days and what time do we come? What do I wear? The mundane and routine are not so ordinary for these new teacher-gonnabees; everything is new, exciting, invigorating. Many get stuck wondering about the 'how-to's of teaching. It is good when teacher educators answer these questions, solve the mystery, and get everyone in their place on time. However, a richer experience happens whenever pre-service teachers sculpt deeper questions on their own: What happens when children aren't prepared for school? How do children use the class library? What if the nature center in the classroom contained more writing materials? When teacher educators guide pre-service teachers into action research, the field experience becomes infused with authentic learning opportunities. The children, and their learning experiences, become the instructors of these future teachers. The teacher educators become sideline observers, watching in awe at the transformation of ordinary teachers into teacher researchers. "What happens when undergraduates, in their Senior Seminar, pose questions about teaching and learning in schools and classrooms?" We hope to hear from workshop participants about developing qualities of standards for deeper learning work in this process of teaching about action research to undergraduates.

Please include a detailed "lesson plan" for the workshop, including times, activities and what participants will create in your session.

Note that your workshop should model Deeper Learning, so it should be interactive by encouraging participants to work and talk together at least 70% of the time.

For example, an agenda may include:

1) 10 min. - Introductions and Framing of workshop:

What happens when undergraduates, in their Senior Seminar, pose questions about teaching and learning in schools and classrooms? This interactive seminar focuses our attention on a Case Study of infusing inquiry into a Teaching Internship Seminar.

2) 30 min. – Watch a 2 min. video followed by 5 min. in pair/share, using three prompts. Repeat three times.

2 min. – watch vimeo *Murmuration* <http://vimeo.com/31158841>

5 min. - Pair/share with neighbor about what struck them... etc.

Repeat watching/sharing 3 times, with different prompts for each viewing/sharing:

- i. What is this video about, starlings or observation?
- ii. How did the agents enter the field, in what ways were they prepared for the phenomenon they encountered?
- iii. What is their reaction/response to the phenomenon?

3) 45 min. Reading and annotating one of three passages from Shagoury & Powers (2012) *Living the Questions: A Guide for Teacher-Researchers (2nd Ed.)*(Participants select their own reading):

- i. Shagoury "What's coming apart so it can come back together?" pp.26-30.
- ii. Powers "Hanging around" pp. 72-74.
- iii. "'A secret hidden in plain sight': Reflecting on life experiences." Pp. 223-228.

4) 5 min. - Debrief or Q/A.

What is next in developing teacher/researchers?

Session 2

5) 5 min. – Restart – reframe the question:

What happens to us as we shift from practitioners to researchers?

6) 30 min. - Examine student work samples

Our data set of 112 inquiry projects reflect diverse interests, protocols, and outcomes. Of greatest interest to this discussion is impact on the teachers, as noted through journals and discussions section of their presentations.

7) 45 min. - Develop qualities of standards for deeper learning work.

This 'So-What?' section of this presentation is most meaningful to us as active teacher/researchers curious about "What happens when undergraduates, in their Senior Seminar, pose questions about teaching and learning in schools and classrooms?" We hope to hear from workshop participants about developing qualities of standards for deeper learning work in this process of teaching about action research to undergraduates.

8) 10 min. - Debrief or Q/A.

What is next in developing teacher/researchers?